



RE Unit 2.7 for Year 4

Why does the Prophet matter to Muslims?

Wolverhampton SACRE

Support for the Agreed Syllabus

This unit is one of a series of examples written for Wolverhampton SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services.

TITLE: Leaders and Followers: Why does the Prophet matter to Muslims? YEAR GROUP 4

ABOUT THIS UNIT:

This unit focuses on why the Prophet Muhammad (PBUH) is seen as exemplary or inspirational by Muslim people by exploring key aspects of the Prophet Muhammad's (PBUH) life and the teachings of the Qur'an about Prophethood, risalah. Pupils consider the impact that believing in the religion of Prophet Muhammad (PBUH) will have on a believer's life and reflect on the importance of the Prophet Muhammad (PBUH) for Muslims today. In this unit, pupils will have the opportunity to interview a visitor about the importance of the Prophet Muhammad (PBUH) for them. The themes addressed in this unit are inspirational people; teachings and authority; beliefs and questions; religion and the individual and symbols and expression. These themes are exemplified mainly through the religion of Islam, but also through the personal experiences and reflections of pupils.

Estimated time for this unit (in hours) 8 -10 hours

Where this unit fits in:

This unit builds on what pupils have already learnt about the importance of the Prophet Muhammad (PBUH) for Muslims through their study in earlier years, particularly the Unit in Y2 of the syllabus 'Beginning to Learn from Islam' and the unit about sacred places which includes a study of the Mosque from Year 2.

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious beliefs, teachings and sources
- Religious forms of express
- Questions of identity and belonging
- Questions of values and commitments

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- Feeling confident about expressing their own understanding and beliefs about the importance of the Prophet Muhammad (PBUH) to Muslim people.
- Developing skills of listening and a willingness to learn from others' views about the Prophet Muhammad (PBUH), even when different from their own.
- Being willing to learn and gain new understanding from others people's beliefs about the Prophet Muhammad (PBUH).
- Developing pupils' capacity to respond to questions about the importance of the Prophet Muhammad (PBUH).

Knowledge and skills progression: Prior learning

Here we describe previous learning, experience and skills that might be helpful to pupils who are undertaking the unit and express the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit. In this unit pupils will build on learning about Muslim story, religion and practice from earlier units in the syllabus and add examples from Islamic life and worship to what they have learned previously, particularly the Unit in Y2 of the syllabus 'Beginning to Learn from Islam' and the unit about sacred places which includes a study of the Mosque from Year 2. Accurate remembering and recall activities are to be used at the start of the unit, and throughout the teaching, to enable pupils to build and progress their understanding of the religions.

Contributions to spiritual, moral, social and cultural development of pupils

The unit enables pupils to develop:

- Spiritually by learning about and reflecting on important concepts, experiences and beliefs that are at the heart of Islam and by considering how beliefs about the Prophet Muhammad (PBUH) have an impact on Muslim life.
- Morally by developing their own views and ideas about inspiring leaders and the question 'who do I follow?'
- Socially by considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings of Islam
- Culturally by considering how the teachings of The Prophet Muhammad (PBUH) lead to particular actions and concerns

EXPECTATIONS At the end of this unit	I can...
<p>Nearly all pupils will be able to...</p>	<ul style="list-style-type: none"> • Use religious words and phrases to identify key aspects of the example of the Prophet Muhammad (PBUH); • Show awareness of the role of Prophet in Islam and be able to suggest meanings for this. • Identify how The Prophet Muhammad (PBUH) is an example for Muslims • Retell a story of the Prophet themselves • Ask and respond sensitively to questions about the importance of The Prophet Muhammad (PBUH) for themselves and others
<p>Many pupils will be able to...</p>	<ul style="list-style-type: none"> • Use a developing religious vocabulary to describe key aspects of The Prophet Muhammad's (PBUH) life and teachings. • Make links between Muslim beliefs and stories about the Prophet Muhammad (PBUH); • Begin to identify the impact that believing in Allah will have on a Muslim's life. • Describe how the Prophet Muhammad (PBUH) is honoured (but never worshipped) in Islam; • Ask questions about the importance of the Prophet Muhammad (PBUH), making links between their own and others' responses.
<p>Some pupils will be able to...</p>	<ul style="list-style-type: none"> • Use a developing religious vocabulary, to describe, show understanding of and make links between stories about the Prophet Muhammad (PBUH) and Muslim ways of life. • Show that they understand the meanings of a range of sayings and stories of the Prophet Muhammad (PBUH). • Raise and suggest answers to, questions about the importance of the Prophet Muhammad (PBUH) in Islam and the impact that following him can have on a Muslim's values and commitments.

ASSESSMENT SUGGESTIONS:

A possible final assessment task:

Choosing and explaining the right images for Islam

Pupils are to imagine that they have been asked by the Muslim community to create a picture pack to teach young children about their faith. They are making a book for five year olds. Using Islamic rules (no representation of the Prophet or of Allah), they are to select 6 pictures and write notes to go with them to show the importance of The Prophet Muhammad (PBUH) for Muslims today. Any source of pictures or graphics can be used – search for internet images of different artefacts.

Local photos from Wolverhampton of Islamic community life could be collected by the school as well. The emphasis in the task is on selection and description: why would these 6 images help the 5-7 year olds to understand about the Prophet? Pupils must write notes to go with their booklet and images.

<p>Prior learning</p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> Learnt that the Prophet Muhammad (PBUH) is the last prophet of Islam Some understanding of the life of the Prophet through the stories told about him and his actions 	<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>A Specific Religion: Islam:</p> <p>e.g. The Prophet Muhammad (PBUH), Allah, Holy Qur'an, Hadith, Risalah.</p> <p>Religion in General:</p> <p>E.g. God, belief, faith</p> <p>Religious and Human Experiences:</p> <p>Being a follower. Being a leader. Influence.</p>	<p>Resources</p> <p>Starting points for good RE resources</p> <ul style="list-style-type: none"> The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key religious and spiritual ideas from young people. The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk Join NATRE for access to over 1500 downloads for your RE. The NATRE shop is a good place to find and buy quality teacher resources for this unit: www.shop.natre.org.uk The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3 BBC Bitesize RE for KS2 is also a good starting point: https://www.bbc.co.uk/bitesize/subjects/z7hs34j The best gateway for RE sites is: www.reonline.org.uk TrueTube has some useful video for RE at KS2: https://www.truetube.co.uk/list?content%20types=films&keystages=key%20stage%202&page=1& You can find and use searchable sacred texts from many religions at: www.ishwar.com Cumbria SACRE share their excellent resources for free online – links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ Artefacts for RE: RE On Demand, https://www.reondemand.co.uk/ and Religion in Evidence https://www.tts-group.co.uk/primary/re/ both supply a range of artefacts and other RE resources from each faith. There are about 40 free stories with learning ideas on the NATRE site. Start here, but look at the stories religion-by-religion as well: https://shop.natre.org.uk/category/stories.misc.pr <p>Practical ideas-filled books</p> <ul style="list-style-type: none"> RE Today has several series of books for teachers which are full of ideas for active classroom practice. These include: <ul style="list-style-type: none"> Inspiring RE: a book about each religion and about living without God Big Questions, Big Answers: 6 books using different methods to explore religions and worldviews RE Ideas: a series of twelve 32 page classroom books addressing major needs in RE with practical lesson ideas. <p>Muslims</p> <ul style="list-style-type: none"> Free educational presentations on the topic of Islam delivered by: <ul style="list-style-type: none"> www.discoverislam.co.uk (Free REISLAM Teaching resources) www.reislam.co.uk (Free REISLAM Teaching resources) Understanding Islam and Christian-Muslim Relations - Dr Chris Hewer: https://www.chrishewer.org/
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LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
What do stories of the Prophet Muhammad (PBUH) teach us?			
<ul style="list-style-type: none"> To gather and use a range of key words about Islam accurately in their writing To understand the meanings of some stories of the Prophet Muhammad (PBUH) To reflect on the meaning of the stories. To understand the importance of some Hadith for Muslims. 	<p>Stories of the Prophet</p> <ul style="list-style-type: none"> Work on three or more stories from the life of the Prophet that show what kind of person he was. Tell the stories and consider what kind of person the Prophet was. (Opening Up Islam (RE Today Services) includes some stories appropriate for this age group.) Discuss with pupils the qualities of a good leader. What kind of qualities would someone have to have if pupils were to follow him or her? Consider whether the qualities ascribed to the Prophet (including trustworthiness, fairness, spiritual insight, courage and wisdom) make a good leader. When is it hard to lead? Why is it hard to lead? Is it hard to follow? Give each group the task of thinking of 5 leaders (from movies, fiction or real life), and listing their qualities – go for five qualities each, at least. Feedback ideas. Compare the leaders – they are likely to be all different. Pupils are to explain some of the ways in which the Prophet was a good leader (e.g, he was trustworthy, he had good ideas, people liked him, he was not proud or boastful, he was fair, he had courage, he could – Muslims believe – hear the message of Allah which the Angel told him). 	<p>All pupils will: recall the stories about the Prophet Muhammad (PBUH); say what these stories show about what the Prophet Muhammad (PBUH) was like; talk about what makes a good leader.</p> <p>Many pupils will: describe the importance of the Prophet Muhammad (PBUH) for Muslims, using religious vocabulary;</p> <p>Some pupils will: ask important questions about being a leader and being a follower; make links between my ideas and the ways in which the Prophet was a good leader.</p>	<ul style="list-style-type: none"> Note that the unit does not compare the Prophet to other leaders in films or in school. Instead, it draws attention to the general idea of leaders, and to what Muslims admire in the Prophet. Links to literacy and the use of language: the language of description and feelings is developed in this work.

Why are some books special? How can you show respect for a book? How do Muslims respect their holy writings?

<ul style="list-style-type: none"> • Pupils learn to gather and use a range of key words about Islam accurately in their writing • That books are special for different reasons for different groups of people • Muslims believe the Holy Qur'an is the word of God / Allah and is therefore treated with utmost respect. • Christians believe that the Bible is the book God has given people, so it is loved and respected. • There are symbols for respect: some things we do with a book show how much the book is loved and cared for. • To notice 7 signs of respect Muslims show to the Qur'an. 	<p>Our special books: display and talk</p> <ul style="list-style-type: none"> • Have a display of books. This will include special books that pupils have brought in, some versions of the Bible and a Qur'an which is on its stand and covered – higher than other books. Take a photograph of the display and enlarge for display purposes, e.g. to use on the whiteboard. • You might compare the enormous numbers of copies of the Bible and Qur'an that are printed – and loved – with the 'mere' 100 million sales of the Harry Potter books – the best sellers of our lifetimes. Bibles and Qur'ans have been printed in billions. What has made them the world's best loved books? • Ask pupils to look at the books and select two books they would like to ask questions about. In pairs, ask them to come up with 5 questions about each of the books they chose. These questions can be put on card and attached to the photo of the display. • RE Today have a good set of lessons on the amazing manuscript of the Birmingham Qur'an. It is a great story. Start here: https://www.birmingham.ac.uk/facilities/cadbury/birmingham-quran-mingana-collection/birmingham-quran/index.aspx • Some questions can + should be dealt with quickly, but more time and focus needs to be given to questions about the Bible and the Qur'an: such questions as 'Why is this book special?' 'Who wrote this book?' and 'What is this book about?' 'Why is this book on a stand?' 'Why does this book have gold letters on the front?' 'What does 'Holy' mean?' • Tell the children that in this part of RE, they will be finding lots of questions, and answers about sacred books – and that 'sacred' is a religious kind of 'special.' Tell them that holy books often have great stories in them – they are not just story books, but lots more as well, but for 7-9 year olds, one of the best ways to find out about what makes a book holy is to think about some of the stories it tells. <p style="text-align: right;">CONTINUED</p>	<p>All pupils will: Notice that some books are special to some groups of people; Talk about the Muslim and Christian special books.</p> <p>Many pupils will: Ask questions which address why books are special; Respond sensitively for themselves to the idea of a 'holy book'.</p> <p>Some pupils will: Describe and explain key features of the Muslim sacred scriptures.</p>	<p>This work can be greatly enhanced if a Muslim and Christian person will tell the children how they use their sacred books. But if this is not possible, some artefacts and a respectful demonstration are good as well.</p>
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Seven signs of respect for the Qur'an:

- If you can, use real artefacts for this, and demonstrate the first four signs of respect in the classroom – but if not, pictures will do nicely. Teach the children that a Muslim person shows that the words of the Qur'an are holy to him or her in 5 ways.
 1. The Quran has a stand – it's never put on the floor. It is to be a 'high up' book
 2. The Qur'an is wrapped in a silk cloth, so it never gets dirty
 3. When you want to read it, you wash your hands first.
 4. When you put it away, it is kept on a high shelf, above all other books
 5. Muslims try to do what the Qur'an says. It gives lots of teaching about how to live.
 6. Some Muslims learn the whole Qur'an off by heart! They are given the name 'Hafiz'.
 7. Muslims learn Arabic, so they can read the Qur'an in its original language
- Ask the class to think: which of these seven things shows most respect for the Qur'an? If you can get the children to rank these seven signs in order – use some pictures in circle time. What shows most respect? Muslims respect the book because it contains the message of Allah / God. Is that a good reason to respect a book?

You could do a similar activity about how and why Christians respect the Bible, although practice is more diverse. Some signs of respect may include: leather binding and gold leaf edges to the paper, placing it on an eagle lectern in Church, reading it daily, learning parts of it by heart, teaching it weekly to children, doing what it says!



What can we find out about the story of Muhammad at the Gates of Makkah? What are our thoughts and ideas?

<ul style="list-style-type: none"> • Pupils will learn that the Prophet Muhammad matters to Muslims • They will learn that Muslims usually say 'Peace Be Upon Him' (PBUH) when they mention the Prophet. • They will think about what makes us make up our minds about other people, and why it is good to change our minds • They will learn that appearances are not everything • They may think about times when they have been negative about a person they found out was good. 	<p>Tell children this story. Make it engaging in many ways – Props? Voices? Joining in?</p> <p><i>The woman at the gates of Makkah</i></p> <p>There was once a man who sat at the gates into the city of Makkah. His face showed kindness but it also showed lines of sadness and tiredness. One day he saw a woman bustling crossly out of the city gates. She was heavily laden with many bags. The man greeted her and offered to carry some of her bags. The woman was pleased to be helped but explained that he wouldn't want to help her because she was going a long way to the next city. The man said he would still carry her bags for her. "Why are you leaving Makkah?" he asked the woman.</p> <p>The woman explained that there was a man called Muhammad, making people follow a new religion, worshipping Allah and throwing out all the idols they had worshipped before. She didn't like the idea at all. She was getting out.</p> <p>"People are mesmerised by him and no one can change their minds. Even slaves who have been tortured and beaten follow him!" explained the woman in an angry voice. The man agreed that some terrible things were happening in Makkah, and he picked up all her heaviest bags. As they walked the woman explained that this was why she was leaving Makkah before she fell under the spell of this man. At last the woman turned to the man and said, "Here we are. You have been so kind. Thank you. If only there were more kind people like you in Makkah then I wouldn't have to leave. I'd take your advice. What is your name?"</p> <p>"My name is Muhammad and I pray to Allah", replied the man. He was amused. "Well", exclaimed the woman, "I'm amazed! There is only one thing left to do".</p> <p>"What is that?" asked Muhammad</p> <p>"Would you kindly pick up my bags and carry them back to Makkah with me?"</p> <p>ASK "I wonder..." questions</p> <p>You might want to use some from this list.</p> <ul style="list-style-type: none"> • I wonder if you have worked out why she changed her mind? • I wonder who you would like to walk into your street? • I wonder what kind of person Muhammad was? What does the story show? • I wonder who you try to listen to? • I wonder: Does kindness always win arguments? • How can we change what people think, so that people get better, fairer ideas? Can our behaviour do most to change things, or our words? • Why do Muslims say 'Peace be upon him' when they say the Prophet's name? 	<p>All pupils will:</p> <ul style="list-style-type: none"> • Remember what happened in the story; • Talk about why the lady with the bags changed her mind; • Identify a simple meaning in the story. <p>Many pupils will:</p> <ul style="list-style-type: none"> • Suggest a meaning for the different emotions in the story; • Respond sensitively to the idea that we sometimes need to change our minds. <p>Some pupils will:</p> <ul style="list-style-type: none"> • Make a link between this story and the way some people think badly of other religions, suggesting ways to make peace! 	<p>As most Muslims make no pictures of their Prophets, and do not dramatise Muhammad's life, it's good to avoid these activities. Why not use a props bag instead?</p> <p>Get out of the bag one at a time as you tell the story a gate, a strip of grey cloth for a road, a piece of yellow cloth for the sandy desert, some bags that look heavy, some wooden blocks, to look like a village, a cardboard signpost that says 'To Makkah' and 'Away from Makkah'</p> <p>Make a SEAL link: as you tell the story, get the children to make faces for the emotions of the story – kind, sad, tired, cross, pleased, angry, amused, amazed.</p>
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What can we learn from the story of Bilal: the slave who would not be quiet?

- From engaging with the story at many levels, children will learn the significance of belief in one God for Muslims
- They will notice that for Muslims, belief in one God is linked to every human being equal and deserving fair treatment.
- Pupils will think about some of their own ideas and behaviour.

Tell the story in as many engaging ways as you can.

Bilal: A slave set free to call Muslims to pray

Many years ago in Mecca, there lived a slave called Bilal. Bilal’s master was a hard, cruel man called Umayya. He was wealthy and powerful. He demanded that all his slaves worship like him. Now, Umayya worshipped many idols. One day, Umayya called Bilal, gave him a whip, and ordered him to beat another slave. ‘He says there is only one God,’ said Umayya, ‘and that every person is important. The whip will teach him a lesson.’ However, the sight of the whip did not frighten the slave. Endlessly he called out, ‘One God, only one God.’ His courage brought Bilal to believe also. He could not whip such a man. Umayya was angry. Not only had Bilal disobeyed him. Now, he too stood in the courtyard shouting, ‘One God, only one God.’ Soon all the slaves would revolt. Bilal must be taught a lesson. Umayya ordered that his hands and feet be tied. Then Bilal was dragged outside the city wall to lie, without shelter, on the sands, under the scorching sun. But all the time he shouted, ‘One God, only one God.’ The shouting vexed Umayya. ‘Find a great, heavy rock,’ he ordered. ‘Place it on his chest. That will quieten him.’ It did. Under the weight of the rock Bilal could hardly breathe. But still, through dry, cracked lips he whispered, ‘One God, only one God.’ Now it happened that Abu Bakr, a follower of the Prophet, was passing by. Shocked, he went to Umayya to ask how anyone could treat another in that way. ‘He is my slave, I’ll do what I like with him,’ said Umayya. ‘If you do not like it, you can always buy him.’ So Abu Bakr bought Bilal and he, too, became a follower of the Prophet. Bilal and the others decided to build a place where they could worship God. When it was finished they had to decide on the best way to call the people to prayer. Should they use a bell or a drum, a horn or maybe even a trumpet.

CONTINUED

All pupils will:

- Remember the story outline.

Many pupils will:

- Suggest a meaning for the story of Bilal;
- Respond sensitively to ideas in the story.

Some pupils will:

- Make a link between the values seen in the story of Bilal and their own values.

There is a super short film of a KS1 teacher working with this story and her class on the NATRE and REOnline websites – Good Learning in RE is the series of films.

But they could not agree. Then Abdullah, another of the Prophet's followers spoke about a dream he had, in which he heard a man's voice calling the people to prayer. All agreed this was a fine solution - just the human voice on its own. But who was to have this honour?

The Prophet placed his arm around Bilal's shoulder. 'Yours shall be the voice, Bilal,' he said. 'The voice that praised God even from under a rock.' 'But what am I to call?' said Bilal. 'I don't know what to say.' 'Praise God, tell the people Muhammad is his messenger and call them to prayer. That will be sufficient,' answered the Prophet.

Bilal raced up the top of the mud roof of the mosque. He stood still, staring at the people down below. Then he threw back his head proudly, raised his voice, and from deep inside him came the words that still echo, five times a day, in the towns and villages of Islam:

'Allahu Akbar, God is most Great. I witness that there is no God but Allah. I witness that Muhammad is the messenger of God. Come to prayer. Come to salvation.'

See the next page for some learning activities with this story.



A child's painting of Bilal calling Muslims to pray. Set any art activity carefully, using Islamic rules.

What can we do with the story, to help us learn from the Muslims?			
<ul style="list-style-type: none"> • Think for themselves about the key elements of this Muslim story • Respond to ideas from the story in making, choosing words to shout and learning from other children’s work. • Use their literacy skills to explore some ideas from the Muslim religion in speaking and listening activities. 	<p>Group and team activities for children to draw out the learning from the story of Bilal. Children will work in different groups to:</p> <ul style="list-style-type: none"> • Create in a group a four piece ‘cartoon’ of pictures showing when Abu Bakr stands up for what he believes is right, or • Create own puzzle picture showing a time when the children stood up for what you believed to be right. • Paint a picture that shows the turning point of the story – when do you think that the story ‘changes’? Are there several turning points? • Use building bricks to make a model of a mosque, with a tall tower or minaret. Where would Bilal be standing? Why? Now build another structure that you would choose to stand to ‘call’ out something important to others. Choose some important words that deserve to be shouted out. Go into the playground hand have a shouting competition: what words would the children like to shout to the whole world? • Write on the speech bubble blanks deciding what they would shout out if they were calling people to prayer/ record their ‘call’ onto the ICT speech bubbles/use the digital blue cameras to video their partner ‘calling’ people to prayer. • Children leave their work wherever their activity took place. Everyone moves around the classroom looking at each other’s completed (or not) task. Comments and questions. • On the carpet, discuss what the children feel they have learnt in the session. What would they like to learn more about? Is there anything they’d like to listen to again? When and what is it good to shout out loud? <p>Final questions for all the children:</p> <ul style="list-style-type: none"> • What do the children feel mattered most of all to Bilal? To Umayya? To Abu Bakr? ‘Talk to your learning partner and tell them what matters most of all to you.’ 	<p>All pupils will:</p> <ul style="list-style-type: none"> • Identify a Muslim story; • Remember the story outline. <p>Many pupils will:</p> <ul style="list-style-type: none"> • Suggest a meaning for the story of Bilal; • Respond sensitively to ideas in the story; • Suggest some words that matter so much they would be worth shouting to the world! <p>Some pupils will:</p> <ul style="list-style-type: none"> • Make a link between Bilal’s values and their own values. 	<p>Good teaching will differentiate this work by task – some children need to shout, others need to write!</p>

LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
How does following the example of the Prophet Muhammad (PBUH) make a difference to Muslims' lives?			
<ul style="list-style-type: none"> • That Muslims make no visual images of the Prophet Muhammad (PBUH). • To make links between the stories of the Prophet Muhammad (PBUH) and the way Muslims live today. • To gain and deploy new words about the Prophet and Islam accurately • To reflect upon their own ideas about leaders and followers, including the Prophet Muhammad (PBUH). 	<p>The Impact of following a leader</p> <ul style="list-style-type: none"> • If you were writing a book about someone, what important details would include? Collect ideas. • Explain that the stories of the Prophet say a lot about what The Prophet Muhammad (PBUH) said and did, and these stories often teach Muslims a lesson • Give examples: Muhammad cared for all Allah's creatures (the tiny ants); Muhammad forbade cruelty to any animal (the camel); Muhammad believed in justice for all (Bilal the first Muezzin). • Give examples of some wise sayings of the Prophet, and discuss what they mean. Simple examples include: <ul style="list-style-type: none"> ○ Forgive the one who wrongs you; do good to the one who does evil to you. Speak truth even if it be against yourself ○ Beware of envy for envy devours good works like the fire devours fuel ○ Hurt no-one so that no-one may hurt you ○ No father gives his child anything better than good manners ○ One who has nothing of the Qur'an inside him is like a desolate house ○ Prayer is like a refreshing stream into which you dip five times a day ○ Aid the poor and clothe them as you would yourselves. Remember! One day you will appear before Allah and answer for your deeds. ○ Show kindness to your parents ○ Always keep your promises and agreements ○ Avoid gossip and slander ○ In daily life be honest <p>What difference would it make to our school or our world if everyone followed this wisdom? Which of these wise words do you most agree with? Turn it into a postcard of beautiful calligraphy.</p> <ul style="list-style-type: none"> • Ask pupils to make a list of the ways in which following the Prophet might make a difference to how they live. Which ways do they think would have most impact? 	<p>Many pupils will retell a story of the Prophet and suggest the meanings in the story</p> <p>Some pupils will ask questions and suggest answers about the impact of the Prophet's wisdom on life today.</p>	<ul style="list-style-type: none"> • Literacy: pupils learn to make sense of texts and to ask questions and suggest answers about key teachings from the Qur'an or Hadith. • There are many story books on the life Prophet Muhammad (PBUH), for both teachers and pupils

LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
What do we think about leaders and followers?			
<ul style="list-style-type: none"> To identify and describe the qualities of a good leader. To reflect on their own experience of being a leader and a follower. To make links between religious leaders and other kinds of leadership. To gain and deploy new words about the Prophet and Islam accurately 	<p>Leaders and followers in our own lives</p> <ul style="list-style-type: none"> What is a leader? Pupils think about leading and following: play a game like 'Simon says...' to illustrate the ways we follow. Give pupils opportunities to do blindfold walking with each other as guide / follower to make them think about how leaders can help us. Start by getting a blindfolded pupil to find someone on the other side of the class with no help. Then get someone to give oral instructions, then get someone to guide them by hand, leading them. Which way was easiest? Make the point that at the heart of Islam is a willing submission to God, because Muslims believe God is a Guide worth following. The Prophet Muhammad is seen as the greatest example of submission to Allah, and so is an example to follow. Who follows leaders? Ask pupils to consider leaders. In what ways do parents, head teachers, celebrities or national leaders lead us? What is it like to be a follower? Why do we need leaders? Some leaders guide us and help us, make us strong or give us comfort. Can pupils think of examples? What else do leaders do? Are there times when it is wrong to follow? What kinds of leaders do we know about and admire? Ask pairs of pupils to picture their perfect leader: what would s/he be like? Why? Ask pupils who they 'follow' in class, on TV, in sport or in other ways. Consider the challenges of being a follower and of being a leader. 	<p>All pupils will talk about what makes a good leader and say why Muslims think the Prophet is worth following.</p> <p>Some pupils will make links between ideas of leaders and followers in everyday life, and the idea of following a leader in faith; Describe and explain what I think makes Muhammad a key leader for Muslims, linking ideas from stories to the present day; Identify similarities and differences between the Prophet Muhammad (PBUH) and other leaders, and suggest two things that make the Prophet unique</p>	<ul style="list-style-type: none"> NB: it may be helpful in some contexts to use these activities and questions at the start of the unit.

LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
Is The Prophet Muhammad (PBUH) still important today?			
<ul style="list-style-type: none"> To develop skills in questioning AOTs (Adults other than teachers) To gain and deploy new words about the Prophet and Islam accurately Why The Prophet Muhammad (PBUH) is important to Muslims today To reflect upon who is important in their life 	<p>After 1400 Years</p> <ul style="list-style-type: none"> Create a class list of all the people they look up to What do they admire/like about these people? How would someone else be able to tell that this person is important to you? Pupils could bring a picture of this person and this could form part of a class display Prepare some questions to ask a Muslim visitor, about the Prophet and what difference it makes to follow his example. Ask pupils for all their questions, then analyse the questions: which have only one right answer and which have many possible answers? Organise the questions so that you are going to ask some factual/information questions as well as more open ones. Get pupils to notice the difference between "When was the Prophet born?" and "What is your favourite story of the Prophet?" or "How do you try to follow the Prophet's example every day?" Invite a Muslim to talk to the class about why The Prophet Muhammad (PBUH) is important to them and the difference believing in The Prophet Muhammad (PBUH) makes to their life. Students to ask their range of prepared questions to the visitor. See if they can ask additional ones building on the visitor's answers. If possible record this visit Pupils are to write an introduction to the recording of their visitor explaining who the person is and why The Prophet Muhammad (PBUH) is so important to them 	<p>All pupils will say one thing I find interesting about the Prophet Muhammad (PBUH) and how Muslims follow him today</p> <p>Many pupils will identify how believing in The Prophet Muhammad (PBUH) is important for Muslims today I can ask important questions about the impact of following the Prophet, making links between my own and others' responses</p> <p>Some pupils will describe what inspires and influences me, making links with the ways in which the example of The Prophet Muhammad inspires Muslims in Wolverhampton today</p>	<p>Links to Literacy</p> <ul style="list-style-type: none"> It's helpful to get the pupils to prepare questions before the visit The pupils may like to think about writing a letter to the visitor explaining about the visit / and a thank you letter after the visit

Introducing Muhammad

This unit offers two stories about Muhammad which show his love of Allah's creation and his wisdom. These activities seek to engage pupils' interest and participation through storytelling and the use of everyday objects.

The story of Muhammad and the cat (suitable for younger pupils)

You will need: a toy cat, a piece of material and some scissors.

Place the cat on the cloth.

Tell the story, pausing for pupils to consider what Muhammad might do, and cut the material at the appropriate time.

Talk about:

What do you think about caring for animals?

- If there is a class pet, the pet can be held and questions asked about how it is cared for. Why do people look after animals? Have you ever had to move out of the way because an animal was blocking your way? Did you mind? What did you do? Why?
- Do you think Muhammad was right to cut the cloth? Why do you think he cut it? For Early Years children, soft toys can be introduced into a play corner along with feeding utensils, packets of food, combs, brushes, and so on. In the corner a sign can ask 'How would Allah want people to care for these animals?'

A class collage can be created of the mother cat with her kittens sitting upon a piece of material. (Remember Muhammad must not be depicted.) The words, 'Allah cares for all animals' can be written around the cat.

Muhammad and the cat

It was a very hot day. Muhammad sat down in the shade of a date-palm tree and began talking to his friends. He was wearing a long cloak which covered the ground when he sat down. When he went to stand up he noticed that a mother cat had brought her kittens and placed them on the corner of his cloak. The mother started to feed her kittens. Muhammad looked at them and gave thanks to Allah who created all living creatures. Then he . . .

Pause . . . ask 'What do you think he did?'

He asked for a knife. Carefully he cut around his cloak where the cat and her kittens were lying and then without disturbing them he walked quietly away.

